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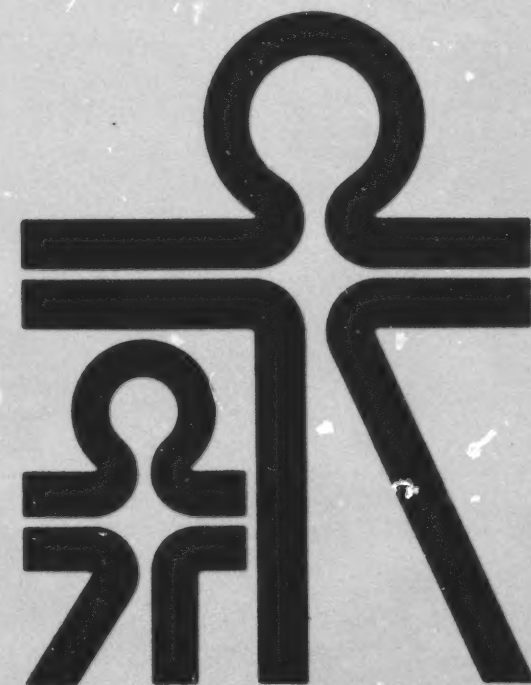
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ABSTRACT

This evaluation report relates data pertaining to the 1975-76 school year. The Good Friends Volunteer Program was established in 1974. During the 1975-76 school year, over 3,000 volunteers in 110 schools participated in the Good Friends program. Duties included giving individual attention to students; enriching programs in such areas as music, art, dramatics, and crafts; tutoring in reading or math; helping in the library, office, playground, or clinic; preparing instructional materials; and transporting other volunteers. Volunteers worked as little as one hour per week up to as much as 30 hours per week. The program evaluation consisted of administering five questionnaires to the affected population--volunteers, teachers, local coordinators, principals, and students in grades 5-12--and interviewing a sample of students in grades K-4. Results are reported for each survey question, and the percentage of responses for each question is noted. On the whole, the Good Friends Volunteer Program received a positive evaluation. The appendixes provide samples of the survey forms, guidelines for the Good Friends program, and an organizational diagram. (HH)

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good friends



School Volunteers

Evaluation Report

Department of Research and Evaluation
Metropolitan Public Schools
Nashville, Tennessee

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THE GOOD FRIENDS VOLUNTEER PROGRAM
EVALUATION REPORT

Report Prepared By

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Department of Research and Evaluation
Metropolitan Public Schools
Nashville, Tennessee
August, 1976

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VOLUNTEER SERVICES EVALUATION REPORT, 1975-76

Introduction

History

The practice of utilizing volunteers in schools to supplement the salaried staff is not a new concept. For years, community lay persons have given freely of their time and talents to help insure the best possible education for the youth of the school district.

It is, however, a recent development for school districts to make a concerted effort toward recruiting, training and supervising the school volunteers. In the Metropolitan Schools of Nashville and Davidson County, the first system-wide effort to cultivate and develop the vast volunteer resource came in the school year 1971-72, under the federally funded Emergency School Assistance Program (ESAP).

According to the Minutes of the Board of Education, October 26, 1971, a Coordinator of Community Volunteers was to be hired "... to organize, develop and coordinate a program of volunteer citizen participation in the fulfillment of the goals and purposes of the Metropolitan School District..."

Federal funding ended after the volunteer program was in operation for two years. During the school year 1973-74, the department was separated from the Community Education Department and became funded by local monies. During

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the school year 1974-75, a change in personnel brought several changes, one of which was a change in the program name. Beginning with that year, the program became the "Good Friends Volunteer Program". A new logo and department symbol were developed in order to give the program a unique identity, to facilitate community recognition, and to stimulate interest.

This evaluation report relates the data pertaining to the 1975-76 school year, only. An effort was made to distinguish between the "Good Friends Volunteer Program" and the volunteer activities that had gone on before. Also, for various reasons, some schools chose not to participate in the "Good Friends" program and services.*

Present Status

During 1975-76, over 3,000 volunteers worked in the "Good Friends Volunteer Program" in 110 schools. Duties included: giving a child special attention; helping enrich the program in areas such as music, art, dramatics, crafts, hobbies and other special interests; tutoring a child in reading or math; helping in the library or office, or preparing materials; helping in the clinic or on the playground; transporting other volunteers. Some volunteers worked as little

*Some of these non-participating schools had no volunteer program and desired none, while others had long functioning programs with which they chose to have no assistance.

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*Some of these non-participating schools had no volunteer program and desired none, while others had long functioning programs with which they chose to have no assistance.

one hour per week while some worked as much as 30 hours per week. During the full year 1975-76, a total of more than 80,000 hours were logged by Good Friends Volunteers. At the end of each year, letters of appreciation and certificates are given to volunteers according to the following point system:

- a. 1 - 20 hours: letter of appreciation
- b. 21 - 35 hours: certificate
- c. 36 - 75 hours: certificate with seal
- d. 76 - 125 hours: certificate with seal and two gold stars
- e. 126 - 199 hours: certificate with seal and four gold stars
- f. 2 years and 200 cumulative hours: pin with name on it
- g. 3 years and 300 cumulative hours: silver pin

During the school year 1975-76, the following numbers of volunteers received the respective awards:

a. Letters of appreciation	1,157
b. Certificates	595
c. Certificates with seal	307
d. Certificate, seal, two stars	85
e. Certificate, seal, four stars	72
f. Two years, 200 hours	84
g. Three years, 300 hours	57

A local coordinator in each school* works closely with the district coordinator (one for each of the three districts in the school system), and with the Coordinator of Volunteer Services to supervise the recruitment,

*Preferably a lay person but perhaps a teacher or the principal.

orientation and inservice training for the volunteers at each respective school.

Orientation sessions are held for the faculty of each participating school in order to acquaint the teachers with the responsibilities involved in using volunteers. Volunteers are placed in classrooms only when requested by individual teachers.

Orientation sessions are also held for volunteers to inform them of their duties and responsibilities in working as a volunteer in the Metropolitan school system. Workshops which give more detailed help to the volunteer in tutoring reading and mathematics, communication, and early childhood development are offered to all volunteers. All Teacher Center workshops are also open to volunteers.

The Coordinator of Volunteer Services is assisted in making policy decisions by two advisory committees: a community wide citizen's committee and a system-wide school staff committee.

Rationale

As society has become more complex through the years, educators have come to realize that no one person, specifically, the teacher, can be an expert in all fields. The expertise that goes unused in the lay persons of a community can be used effectively in the school program if the needs of the students can be matched up with the skills of the adults who have the desire to volunteer.

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Also there is realization that teachers often find themselves "spread too thin" to be able to give as much individual attention as they would like to their students. Large classes, expanding curriculums, extra paper work, shortened school days all compound the problem of providing individual attention that is needed by all students.

An appreciation for the wide variety of individual differences among students has helped to highlight the need for more volunteers. The superior student, as well as the slow learner, needs the extra attention that the teacher often does not have the time to give. Volunteers can often provide the extra help to make the difference between success or failure in an educational situation.

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Objectives

The overall objectives of the office of Volunteers Service are:

1. To improve the learning situation for students by lowering the ratio of students to adult in the classroom.
2. To organize and conduct an active program for recruiting volunteers from the community as requested by the teachers.
3. To train teachers and principals in the effective and productive use of the volunteers.
4. To train the volunteers in the knowledge of school policies and to aid the volunteers to better use their varied skills and talents.

5. To conduct activities to insure the retention of qualified volunteers through workshop activities and awards of recognition.
6. To provide a reservoir of resource speakers which can supplement and enrich the school program.*
7. To increase communication and interaction between the volunteer and the teachers which, will in turn, strengthen the relationship between the schools and the community.

Sources of Volunteers

Volunteers in the Metropolitan Public Schools enter the program through channels that are as varied as the individuals themselves. A primary source of volunteers is the parents of school age children. They are given the first opportunity to volunteer by means of a letter from the school principal and the local coordinator. Many parents enjoy giving a few hours each week to volunteer work. Men and women of all professions and vocations, especially those with work schedules that permit, donate some of their free time to volunteer work. Elderly citizens are frequent volunteers, whether on an individual basis or as a part of an organized program. Students themselves

*Refer to: Handbook of Community Resource, Volunteers, prepared by Office of Volunteer Services, Metropolitan Public Schools. (Located in each principal's office and each school library.)

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also volunteer to help younger students through the Out-of-School Credit Experiences Program of the Metropolitan Schools.

Besides through letters to parents, prospective volunteers might first hear of the opportunity to work in the schools through a spot announcement on radio or television, an information-requesting post card display in a local bank, group participation by a club or other group, referral by another volunteer, or by numerous other methods.

Evaluation Procedures

The evaluation design for the Volunteer Services Program consisted of administering five "paper and pencil" surveys to affected populations and interviewing a sample of students in kindergarten through grade four. Thus, data were collected from six sources:

1. Survey of Volunteers
2. Survey of Teachers
3. Survey of Principals
4. Survey of Local Coordinators
5. Survey of Students (Grades 5 - 12)
6. Interview of Students (Grades K - 4)

Efforts were made to administer surveys to all volunteers, teachers, principals, and local coordinators. A supply of student surveys was sent to each of 110 schools in the Good Friends Volunteer Program but no effort was made to insure that every student coming in contact with a volunteer was surveyed. A random sample (36 out of 65) of the schools housing any kinder-

garten through grade four students was selected for contact to arrange possible interviews of the younger students. Because of scheduling problems and time constraints, arrangements were made to conduct interviews in 18 of the 36 schools.

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Results From the Evaluation Instruments

Volunteer Opinion Survey

A. Multiple choice items

1. Check the activities in which you participated as a Volunteer. (mark all that apply)

a. Helping enrichment program	37 (9%)
b. Reading	92 (23%)
c. Math	70 (17%)
d. Library	27 (7%)
e. Preparing materials	69 (17%)
f. Clinic	36 (9%)
g. Playground	14 (3%)
h. Transporting volunteers	6 (1%)
i. Other	55 (14%)

2. Which grade levels did you work with?
(mark all that apply)

a. K - 4	140 (65%)
b. 5 - 6	51 (24%)
c. 7 - 9	20 (9%)
d. 10 - 12	4 (2%)

Volunteer Opinion Survey(continued)3. How did you first find out about the
"Good Friends" Volunteer Program?

a. Friend	64 (31%)
b. Television	1 (0%)
c. Radio	0 (0%)
d. Newspaper	4 (2%)
e. Literature rack	0 (0%)
f. Letter from school	114 (55%)
g. Call from Volunteer Office	24 (12%)

4. How much did you work in the school
each week?

a. One hour or less	41 (26%)
b. Between one and two hours	50 (32%)
c. Between three and five hours	30 (19%)
d. Between five and eight hours	19 (12%)
e. More than eight hours	16 (10%)

Volunteer Opinion Survey(continued)

5. Did you attend any of the teacher inservice training programs at Ransom Teacher Center?
- | | |
|--------|-----------|
| a. Yes | 5 (3%) |
| b. No | 179 (97%) |
6. Did you attend the Volunteer workshop at Waverly Belmont Building?
- | | |
|--------|-----------|
| a. Yes | 30 (16%) |
| b. No | 163 (84%) |
7. The general orientation program which I attended helped me understand the Volunteer's role.
- | | |
|--------|-----------|
| a. Yes | 101 (91%) |
| b. No | 10 (9%) |
8. Training by the teacher, whom I helped, was adequate.
- | | |
|--------|-----------|
| a. Yes | 148 (94%) |
| b. No | 10 (6%) |

Volunteer Opinion Survey(continued)

9. In what areas would you like more help?

a. Reading	32 (20%)
b. Math	33 (20%)
c. Early Childhood Development	37 (23%)
d. One-to-one communication skills	47 (29%)
e. Other	14 (9%)

10. The faculty and principals seemed to appreciate my efforts.

a. Yes	193 (99%)
b. No	1 (1%)

11. Was your local coordinator helpful?

a. Yes	152 (96%)
b. No	7 (4%)

B. Open ended questions

11. (Itemized on following page)

Volunteer Opinion Survey(continued)

B. Open ended questions

	<u>Number of Answers</u>
11. In what ways could he/she (Local Coordinator) be more helpful?	
Just great	4
No contact with	6
No suggestions	12
Could notify Volunteer about dates of work- shops, more contact and communication	9
No answer	<u>176</u>
Total	207
12. What aspects of your Volunteer Service did you enjoy the least?	
More time for planning so that the area to be taught will be known, better schedule for teaching children math etc., (earlier in day when child not tired), advice on teaching retarded child	10
Taking care of the discipline areas or trying to keep students quiet	8
Paper work, correcting papers, preparing materials, giving tests, having no materials to work with	6
Tutoring and drilling	6

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Volunteer Opinion Survey(continued)

B. Open ended questions (continued)

	<u>Number of Answers</u>
12. What aspects of your Volunteer Service did you enjoy the least? (continued)	
No notice of student absence or class cancelled	6
Teacher not helpful	6
Dealing with students who are indifferent to learning	2
Realizing children are deprived of reading skills	2
Not being able to spend enough time	2
Bored - not enough to do	1
Finding way to work at school	1
Buying own lunch when Volunteering	1
Not knowing how to deal with retarded child	1
Too many students in group	1
Helping with homework	1
Keeping the clinic	1
Recruiting Volunteers	1
Making phone calls	1

Volunteer Opinion Survey(continued)

B. Open ended questions (continued)

	<u>Number of Answers</u>
12. What aspects of your Volunteer Service did you enjoy the least? (continued)	
Disliked none	24
No answer	<u>126</u>
Total	207
13. What aspects of your Volunteer Service did you enjoy the most?	
Working with teacher and children, helping someone, being accepted by children, close involvement with school and children	117
Everything	14
One-to-one tutoring	5
Kindergarten	3
Reading group	5
Physical Education	1
Art	1
Music	1
Grading papers, paper work	2
Vocational Education class	1

Volunteer Opinion Survey(continued)

B. Open ended questions (continued)

	<u>Number of Answers</u>
13. What aspects of your Volunteer Service did you enjoy the most? (continued)	
Field trips - acting hostess	1
Preparing materials	1
Bulletin board work	1
Visual literacy workshop	1
Don't know	1
No answer	52
Total	207
14. What suggestions can you make for improving the program?	
More Volunteers, more publicity	21
Closer planning with teacher, planned program	16
More planned meetings with training sessions in own area	7
Better communication	7
More to do while there	3

Volunteer Opinion Survey(continued)

B. Open ended questions (continued)

	<u>Number of Answers</u>
14. What suggestions can you make for improving the program? (continued)	
More cooperation of principal and teacher	4
Start earlier in year	2
Free lunch for volunteers	1
Just great	1
Work more with children	1
Longer time on one-to-one basis	1
Have a baby-sitter provided while Volunteer is busy	1
Have substitutes	1
Less meetings and forms	1
Allow Volunteer to sign up for shorter commitment if he/she can not work an entire semester or year	1
None	8
No answer	<u>131</u>
Total	207

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Teacher Opinion Survey

A. Multiple choice items

1. Have you had volunteers in your classroom before this year?

a. Yes 200 (71%)

b. No 83 (29%)

2. (See "Open ended questions" listed later)

3. Now that the year is nearly over, was your participation in this program ----

a. Better than you expected 101 (36%)

b. About as you expected 138 (49%)

c. Not as good as you expected 44 (16%)

4. Rating Scale on Performance of Volunteers

	Excellent _____	Good _____	Needs Improvement _____	N/A _____
a. The Volunteers have been willing to work under the directions of the teachers and principal	213 (75%)	58 (21%)	10 (4%)	2 (0%)
b. The Volunteers have been regular in attendance	94 (33%)	104 (36%)	81 (29%)	6 (2%)

Teacher Opinion Survey(continued)

A. Multiple choice items (continued)

4. Rating Scale on Performance of Volunteers (continued)

	Excellent _____	Good _____	Needs Improvement _____	N/A _____
c. The Volunteers have worked harmoniously with students.	185 (66%)	70 (25%)	13 (5%)	13 (5%)
d. The Volunteers were able to assist in certain phases of the instructional program.	126 (44%)	105 (37%)	24 (9%)	29 (10%)
e. There was evidence that the use of Volunteers improved school-community relations.	90 (33%)	109 (41%)	38 (14%)	33 (12%)
f. The time spent in the school per week by the Volunteers was adequate.	59 (22%)	109 (42%)	89 (34%)	5 (2%)
g. Our Volunteers had special talents, skills, or experiences which were used to enrich the instructional program.	59 (23%)	108 (42%)	37 (14%)	52 (20%)
h. There was evidence that the children enjoyed working with the Volunteer.	150 (58%)	79 (30%)	9 (3%)	22 (8%)

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Teacher Opinion Survey(continued)

A. Multiple choice Items (continued)

4. Rating Scale on Performance of Volunteers (continued)

	Excellent	Good	Needs Improvement	N/A
i. Do you provide on-the-job training for the Volunteer?	39 (17%)	96 (42%)	49 (21%)	44 (19%)
j. Have the services of the local coordinator (if your school had one) proved satisfactory?	62 (28%)	82 (37%)	35 (16%)	42 (19%)
k. To what degree are there indications that the children being tutored have shown adequate improvement?	31 (12%)	130 (52%)	35 (14%)	53 (21%)
5. Do you plan to ask for Volunteers next year?				
a. Yes				224 (89%)
b. No				27 (11%)

Teacher Opinion Survey(continued)

B. Open ended questions

	<u>Number of Answers</u>
2. What were your thoughts about the "Good Friends" Volunteer Program before you began to participate in the program?	
Hopeful, vital program, benefit teachers and children, optimistic, good opportunity for communication and cooperation with parents and outside people	193
Apprehensive, skeptical, reluctant, doubts, did not want	45
Undecided, no thought	22
No answer	28
Total	288
6. What is the best thing about the "Good Friends" Volunteer Program?	
Helps teachers to have more time for individual students while Volunteer works with group or vice versa, personal one-to-one basis helps transfer students, slow learners, exceptional students. Students' grades improve who had help. Volunteer's patient, cherry attitude enriches the classroom and learning program.	152
Willingness to give time and service and fit in with teacher and school schedule	9
Helps with reading class (2 groups), words, vocabulary	7
Relieves heavy work load in math and art	8

Teacher Opinion Survey(continued)

B. Open ended questions (continued)

	<u>Number of Answers</u>
6. What Is the best thing about the "Good Friends" Volunteer Program? (continued)	
Helps with varied duties, clerical, clinic, paperwork, bulletin boards, workroom work	13
Improves student, parent, teacher, school and community relationships	43
Undecided, against, none	9
No answer	47
Total	288
7. In what respects is the Volunteer program in greatest need of Improvement?	
More qualified volunteers, more and longer days, regular days, more publicity, more Volunteers with special talent in music, art, reading, math, clinic, secretarial ability, ability to work with all types of children	81
Dependable, more dedication to children and teacher, <u>better attendance on regular basis</u> , time suitable to to teacher, substitutes if necessary	53
<u>Early</u> , on the job training - area supervisor	30
More Volunteer/teacher planning time	13

Teacher Opinion Survey(continued)

B. Open ended questions (continued)

	<u>Number of Answers</u>
7. In what respects is the Volunteer program in greatest need of improvement? (continued)	
Better screening for personality as to being discreet in regard to school, teacher and student	9
Local Coordinator promote Volunteer inspiration with free lunch plan, promote student Volunteer with plan suitable to their schedule and teacher's schedule	3
No answer	81
Do not know	7
No improvement needed	8
Teacher select Volunteer	1
Guidance over Volunteers	1
Place for Volunteers to work other than classroom	1
Total	288

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Teacher Opinion Survey(continued)

B. Open ended questions (continued)

	<u>Number of Answers</u>
8. What could be done to make the program more effective for you as a classroom teacher?	
More, better trained Volunteers, give more time on regular basis, punctual, good attendance, arrangement for substitutes when needed, some with special talents such as music and art, clerical and material providers	76
<u>Early</u> teacher/Volunteer inservice to review semester or year work plan, teacher/Volunteer daily plan period	48
Capable parents who will take hold, grasp situation, follow own initiative	6
Volunteer's work schedule concur with teacher's needs	11
Selective screening for aptitude in dealing with certain sections of the curriculum	5
Better organization of plan (coordinator, principal, V.E. teacher, classroom teacher, parents), those who are successful should be rewarded- success of plan determined by testing, keep local school in control of the Volunteer program	4
Attitude of student should be promoted to favor having a Volunteer (This one said her students did not want a Volunteer)	1
Student Volunteers need mature training in dealing with student	4

Teacher Opinion Survey(continued)

B. Open ended questions (continued)

	<u>Number of Answers</u>
8. What could be done to make the program more effective for you as a classroom teacher? (continued)	
Location for the Volunteer to work other than the classroom for private tutoring	1
Special guidelines for Volunteer's activity	1
Choose specific Volunteer for specific task (slow learners)	2
No opinion	8
No change needed - successful	15
No answer	<u>106</u>
Total	288

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Principal Opinion Survey

A. Multiple choice items

1. Have you had Volunteers in your school before becoming a part of the "Good Friends" Volunteer organization?

a. Yes	67 (93%)
b. No	5 (7%)

2. Have you had the "Good Friends" Volunteers organization in your school prior to this year?

a. Yes	39 (56%)
b. No	31 (44%)

3. Before the "Good Friends" Volunteers began working, how did you feel about having them in your school?

a. Eager to have them	51 (71%)
b. Didn't have strong opinion either way	21 (29%)
c. Did not want them	0 (0%)

4. Have you had more Volunteers and better service since becoming a part of the "Good Friends" Volunteer Service.

a. Yes	49 (71%)
b. No	20 (29%)

Principal Opinion Survey(continued)

A. Multiple choice items (continued)

5. How have the results of the "Good Friends" Volunteer Program compared with your expectations?

- | | |
|--------------------------------------|----------|
| a. Turned out better than I expected | 20 (28%) |
| b. Turned out as I expected | 42 (59%) |
| c. Turned out worse than I expected | 9 (13%) |

6. Do you think that having the "Good Friends" Volunteers in your school has helped your school in general?

- | | |
|------------------------------|----------|
| a. Yes, helped a lot | 34 (47%) |
| b. Yes, helped some | 32 (44%) |
| c. No, it has not helped any | 5 (7%) |
| d. Not sure | 1 (1%) |

7. Do you plan to ask for "Good Friends" Volunteers in the future?

- | | |
|--------|----------|
| a. Yes | 65 (96%) |
| b. No | 3 (4%) |

27

Principal Opinion Survey(continued)

A. Multiple choice items (continued)

8. (See "Open ended questions" listed later)
9. Was participation in the "Good Friends" Volunteer Program worth the extra time for administration?
- | | |
|------------------------------|----------|
| a. Well worth the extra time | 41 (64%) |
| b. Somewhat | 15 (23%) |
| c. Not worth the extra time | 8 (13%) |
10. (See "Open ended questions" listed later)
11. If you had a local coordinator, were his/her services helpful?
- | | |
|--------|----------|
| a. Yes | 55 (89%) |
| b. No | 7 (11%) |
12. Has your relationship with the "Good Friends" Volunteer Service office been satisfactory?
- | | |
|--------|----------|
| a. Yes | 65 (98%) |
| b. No | 1 (2%) |
13. (See "Open ended questions" listed later)

Principal Opinion Survey(continued)

A. Multiple choice items (continued)

14. Has your relationship with the District Coordinator been satisfactory?

a. Yes

61 (100%)

b. No

0 (0%)

15. (See "Open ended questions" listed below)

B. Open ended items

8. What is the best thing about the "Good Friends" Volunteer Program?

Get parents with schools

26

Help individual students

21

Help to teachers

14

Clinic help

1

"Theory" good

1

Have own program

3

No answer

8

Total

74

Number of
Answers

29

Principal Opinion Survey (continued)

B. Open ended Items (continued)

	<u>Number of Answers</u>
10. What suggestions would you make to improve this program?	
Assign Volunteers to schools that may not have sufficient Volunteers	4
Parent Volunteers better motivated	2
Volunteers and school people learn to work together	3
Inservice at beginning of year (especially for math and science)	3
Need sign-up forms to send home to obtain more Volunteers	2
Better coordination between "Good Friends" and other school programs such as ITA, clinic mothers, room mothers	1
Need more Volunteers	5
Regular attendance	3
Volunteer do her/his work outside of the classroom - not in the classroom	1
Local coordinator - both teacher and parent	1
Omit schools who have their own program	6

Principal Opinion Survey(continued)

B. Open ended items (continued)

	<u>Number of Answers</u>
10. What suggestions would you make to improve this program? (continued)	
More selective choosing coordinator	1
More time to attend district meetings	1
Transportation for college students to school	1
Replace Volunteers with teacher aides	2
None	9
No answer	<u>29</u>
Total	74
13. (Regarding relationship with office) How could this relationship be improved?	
No suggestions	10
More personal contact	2
Do away with	1
Leave it up to principal entirely	2
Workshop and assistance	2
No answer	<u>57</u>
Total	74

Principal Opinion Survey(continued)

B. Open ended items (continued)

	<u>Number of Answers</u>
15. (Regarding relationship with District Coordinator) How could this relationship be improved?	
More meetings - District Coordinator with Local Coordinator	5
No suggestions	6
Workshop	1
Answer did not apply	1
Return the District Coordinator to our local post	1
Do away with	2
No answer	<u>58</u>
Total	74

Principal Opinion Survey(continued)

B. Open ended items (continued)

	<u>Number of Answers</u>
15. (Regarding relationship with District Coordinator) How could this relationship be improved?	
More meetings - District Coordinator with Local Coordinator	5
No suggestions	6
Workshop	1
Answer did not apply	1
Return the District Coordinator to our local post	1
Do away with	2
No answer	<u>58</u>
Total	74

Local Coordinator Opinion Survey

A. Multiple choice items

3. Was the training of the Volunteers by the teacher adequate to handle any job the Volunteers were given?

a. Yes	35 (97%)
b. No	1 (3%)

6. Did you help the Office of Volunteer Services with the following?

1. Recruiting Volunteers from your immediate community

a. Yes	25 (74%)
b. No	9 (26%)

2. Orienting Volunteers to school policy

a. Yes	25 (78%)
b. No	7 (22%)

7. I would like to have workshops in

a. Reading	11 (23%)
b. Math	10 (21%)
c. Early Childhood Development	9 (19%)
d. One-to-One Communication Skills	13 (27%)
e. Other	4 (9%)

33

Local Coordinator Opinion Survey(continued)

B. Open ended items

	<u>Number of Answers</u>
1. In general, how do you feel about the Services performed by the "Good Friends" Volunteers this year?	
Valuable and pleased	13
Good	22
Poor	1
Needed improvement	1
School did not need	1
No answer	3
2. Who did the orientation of the Volunteers in your school?	
Coordinator (Local)	11
Principal	10
Teachers	3
Coordinator (District)	20
No one	2
Coordinator of Volunteer Services	5
Red Cross	1
Letter	1

Local Coordinator Opinion Survey (continued)

B. Open ended items

	<u>Number of Answers</u>
1. In general, how do you feel about the Services performed by the "Good Friends" Volunteers this year?	
Valuable and pleased	13
Good	22
Poor	1
Needed Improvement	1
School did not need	1
No answer	3
2. Who did the orientation of the Volunteers in your school?	
Coordinator (Local)	11
Principal	10
Teachers	3
Coordinator (District)	20
No one	2
Coordinator of Volunteer Services	5
Red Cross	1
Letter	1

Local Coordinator Opinion Survey(continued)

B. Open ended items (continued)

	<u>Number of Answers</u>
4. What was the relationship between the school staff and the Volunteers?	
Excellent	11
Good	22
Average	6
Poor	1
No answer	1
5. What were the problems, if any?	
Need more Volunteers	7
More dependable Volunteers	6
Be made more aware of the teachers' need	4
Lack of communication	1
Location needed in school for tutoring	1
Need better recruiting	1
Teachers and principal not interested	3
Students used as Volunteers needed more guidelines	2

35

Local Coordinator Opinion Survey (continued)

B. Open ended items (continued)

	<u>Number of Answers</u>
5. What were the problems, if any? (continued)	
Volunteers' relationship with teacher should be studied and vice versa	3
Local Coordinator should be a parent not a teacher	1
() No problems	10
No answer	2
8. What suggestions do you have for improving the "Good Friends" service?	
Workshop on how to make one-to-one drilling more interesting	1
Find a method of educating husbands and fathers as to the need for Volunteers	1
Teachers should make Volunteers more aware of their schedules and needs	1
Use Volunteers just for school only - no outside service	1
College students serving as Volunteers should have schedules that fit with the schedule of the teacher	1

Local Coordinator Opinion Survey (continued)

B. Open ended items (continued)

	<u>Number of Answers</u>
5. What were the problems, if any? (continued)	
Volunteers' relationship with teacher should be studied and vice versa	3
Local Coordinator should be a parent not a teacher	1
No problems	10
No answer	2
8. What suggestions do you have for Improving the "Good Friends" service?	
Workshop on how to make one-to-one drilling more interesting	1
Find a method of educating husbands and fathers as to the need for Volunteers	1
Teachers should make Volunteers more aware of their schedules and needs	1
Use Volunteers just for school only - no outside service	1
College students serving as Volunteers should have schedules that fit with the schedule of the teacher	1

Local Coordinator Opinion Survey(continued)

B. Open ended items (continued)

	<u>Number of Answers</u>
8. What suggestions do you have for improving the "Good Friends" service? (continued)	
Recruit more parents	1
Start recruiting earlier - need to reach more people	4
Better contact - publicity - newsletter	2
Furnish free lunch	1
Give Volunteers more notice when to work	1
Give no certificates, save money, just a thank you	1
No suggestions	4
No answers	22
9. Was your relationship with the District Coordinator helpful?	
Yes, very good	28
Contact too late in year - too late in year for orientation	1
No answer	29

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Local Coordinator Opinion Survey(continued)

B. Open ended items (continued)

Number of
Answers

10. How can the District Coordinator be of more service?

Continue the "reminders" 1

Furnish names of those who volunteered in area after flyer campaign 1

She should check to see how program is going 1

More workshops available 1

Volunteer office do all soliciting of volunteers 1

Break down districts into smaller areas 1

No suggestions 7

No answer 28

11. How often are you in contact with your Volunteers?

Daily 2

Weekly 5

Monthly 3

Frequently 3

Local Coordinator Opinion Survey(continued)

B. Open ended items (continued)

	<u>Number of Answers</u>
10. How can the District Coordinator be of more service?	
Continue the "reminders"	1
Furnish names of those who volunteered in area after flyer campaign	1
She should check to see how program is going	1
More workshops available	1
Volunteer office do all soliciting of volunteers	1
Break down districts into smaller areas	1
No suggestions	7
No answer	28
11. How often are you in contact with your Volunteers?	
Daily	2
Weekly	5
Monthly	3
Frequently	3

Local Coordinator Opinion Survey(continued)

B. Open ended items (continued)

	<u>Number of Answers</u>
II. How often are you in contact with your Volunteers? (continued)	
Occasionally	5
As need arises	6
Seldom	8
None (School had own, did not wish Volunteers	1
No answer	8

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Student Opinion Survey (Grades 5 - 12)

A. Multiple choice items

1. Please mark your grade	<u>Number of Answers</u>
a. 5th	75 (27%)
b. 6th	106 (37%)
c. 7th	3 (1%)
d. 8th	34 (12%)
e. 9th	41 (14%)
f. 10th	4 (1%)
g. 11th	14 (5%)
h. 12th	6 (2%)
2. Please mark your sex	
a. Female	144 (52%)
b. Male	134 (48%)
3. Has the "Good Friends" Volunteer helped you with your studies?	
a. Yes, helped a lot	136 (49%)
b. Yes, helped some	122 (44%)
c. No, did not help any	20 (7%)

Student Opinion Survey (Grades 5 - 12)

A. Multiple choice items

1. Please mark your grade

	<u>Number of Answers</u>
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a. Female	144 (52%)
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c. No, did not help any	20 (7%)

Student Opinion Survey (Grades 5 - 12)(continued)

A. Multiple choice items (continued)

	<u>Number of Answers</u>
4. Has the Volunteer helped you in any other way?	
a. Yes	173 (64%)
b. No	97 (36%)
5. Would you like to have a Volunteer in your class next year?	
a. Yes	186 (66%)
b. No	42 (15%)
c. Not sure	53 (19%)

B. Open ended items

4. How has the Volunteer helped? (Some students gave two answers)

Understanding talks - learning assistance	47
With reading, spelling, words	43
With math problems	14
Typed, made phone calls, did bulletin boards, did workroom work - gave teacher more time	26

Student Opinion Survey (Grades 5 - 12)(continued)

B. Open ended items (continued)

	<u>Number of Answers</u>
4. How has the Volunteer helped?(continued)	
Clinic	15
Home economics - room cooking	7
Resource Center - Library (Find material etc.)	8
With music	6
Social studies, science	3
Arts and crafts	3
Handwriting	2
Group work	2
P. E. and basketball	2
Economics	1
English	1
No help	1
No answer	136

Student Opinion Survey (Grades 5 - 12)(continued)

B. Open ended items (continued)

	<u>Number of Answers</u>
6. What is the best thing about the "Good Friends" Volunteer program?	
Individual attention (one-to-one)	64
Help to learn	54
Really "Good Friends" helping with school problems and lessons (Used words such as "nice", "my friend", "kept me out of trouble")	90
Help teachers to help students	22
Helped without pay (admired them for that)	8
Help make better grades	4
Make parent aware of school problems by being a Volunteer	1
Don't know	8
No answer	33

43

Student Opinion Survey (Grades 5 - 12)(continued)

B. Open ended items (continued)

	<u>Number of Answers</u>
7. If you could change one thing about the "Good Friends" Volunteer program, what would it be?	
Make no change	77
Have them early in year - all day- all year	56
More Volunteers	29
Help with more subjects	17
Pay them for services	7
More individual tutoring	2
Not allow them to discipline	2
Better train them for helping, in their talk, be more relaxed with student	4
Help crippled children	1
Change name to "Fun Friends"	1
Better T.V.s and programs	1
Younger ladies (11th grader)	1
No answer	86

Student Interview (Grades K - 4)

	<u>Number of Answers</u>
1. Have you enjoyed having a "Good Friends" Volunteer in your room this year?	
Yes	233 (97%)
No	1 (-)
Sometimes	3 (1%)
Undecided	4 (2%)
2. Has the Volunteer helped you with your studies?	
Yes, learn	219 (82%)
Yes, draw, make things	25 (9%)
Yes, play games	15 (6%)
No	5 (2%)
No response	3 (1%)
3. Has the Volunteer helped you in other ways?	
Yes	21 (7%)
No	7 (2%)
No response	256 (90%)

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Student Interview (Grades K - 4)

Number of
Answers

4. Would you like to have someone like
the "Good Friends" Volunteer In your
room next year?



Yes	231 (96%)
No	2 (1%)
No response	3 (1%)
Undecided	5 (2%)

Summary of Results

Volunteers

1. The activities most often marked as having been participated in were: tutoring in reading (23%), tutoring in math (17%), and preparing materials (17%).
2. The grade level with which the Volunteers most often worked was the kindergarten through grade four (65%). The percentage of responses decreases as the grade level increases: grades 5 - 6, 24%; grades 7 - 9, 9%; grades 10 - 12, 2%.
3. Over half of the responding Volunteers (55%) had first heard of the Volunteer Program through the letter sent home from the school. Another 31% first heard about the program through a friend. No Volunteers marked "radio", or "literature rack in a public place". Only one marked "television" as the first place he heard of the program.
4. About one-third of the respondents worked about one to two hours per week as a Volunteer. Ten percent worked more than eight hours per week.
5. Only 16% of the respondents had attended a Volunteer workshop at the Waverly Belmont Building.

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6. Many more had attended a general orientation, however, since 91% said the orientation had helped them understand the role of the Volunteer.
7. Training by the teacher was deemed adequate by 94% of the responding Volunteers.
8. More help was requested about evenly for four areas: reading (20% math (20%), early childhood development (23%), and one-to-one communication skills (29%).
9. Only one response out of 194 was that the faculty and principal not seem to appreciate the Volunteer's efforts.
10. The Local Coordinator was helpful according to 96% of the respondents.
11. The aspects of the program most liked centered around the one-to-one personal contact between teacher and Volunteer, and student and Volunteer. The aspect least liked dealt with non-personal activities such as paperwork.
12. Suggestions for improving the program included: more Volunteers, more publicity, more planning time with teachers.

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9. Only one response out of 194 was that the faculty and principal did not seem to appreciate the Volunteer's efforts.
10. The Local Coordinator was helpful according to 96% of the responses.
11. The aspects of the program most liked centered around the one-to-one personal contact between teacher and Volunteer, and student and Volunteer. The aspect least liked dealt with non-personal activities such as paperwork.
12. Suggestions for improving the program included: more Volunteers, more publicity, more planning time with teachers.

Teachers

1. Over two-thirds of the teachers responding (71%) had had Volunteers in their classrooms before this year.
2. About two thirds (193 responses out of 288) reported a positive feeling about the program before they began to participate.
3. Eighty five percent said, at the end of the program, that the results were as good or better than they had expected.
4. Based on teacher ratings, the Volunteers excelled in "following directions" (75% excellent), "working harmoniously with students" (66% excellent), and making the experience "enjoyable for students" (58% excellent).
5. Based on teacher ratings, the Volunteers were rated "good" on the following variables: assisting in the instructional program, improving school-community relations, helping improve the skills of tutored students.
6. Based on teacher ratings, the aspects of the Volunteer Program needing improvement were: regular attendance (29% marked "needs improvement"), time spent in school (34% marked "needs improvement"), on the job training (21% marked "needs improvement").

7. Based on responses to item six, the teachers felt the best thing about the Volunteer program was the individual attention afforded the students on a one-to-one basis (152 of 288 responses). A large number of teachers (43) stated that the program had helped to improve the relationships between the school and community.
8. In response to items seven and eight, the program is in greatest need of improvement in the areas of needing qualified Volunteers, and needing better attendance from them.
9. An overwhelming majority (89%) of the teachers planned to request Volunteers next year.

Principals

1. Over nine-tenths of the responding principals (93%) had had Volunteers in their schools before becoming a part of the "Good Friends" Volunteer Program.
2. Over half (56%) of the responding principals reported that the "Good Friends" Volunteer Program had been in operation in their school prior to the current year.
3. Over two-thirds of the principals (71%) reported that, before they entered the program, they were eager to have the "Good Friends"

7. Based on responses to item six, the teachers felt the best thing about the Volunteer program was the individual attention afforded the students on a one-to-one basis (152 of 288 responses). A large number of teachers (43) stated that the program had helped to improve the relationships between the school and community.
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3. Over two-thirds of the principals (71%) reported that, before they entered the program, they were eager to have the "Good Friends"

Volunteers. Twenty-nine percent had no prior opinion either way, while no principal responded that he/she did not want the Volunteers in the schools.

4. Seventy-one percent of the principals reported having better service and more Volunteers since becoming a part of the "Good Friends" Volunteer Program.
5. While 13% of the responding principals said the results of the program "turned out worse than expected", 59% said the results were "as expected", and 28% said "better than expected".
6. Nearly half (47%) of the principals responded that the "Good Friends" Volunteers had helped their school "a lot", while another 44% said they had helped "some".
7. Nearly all (96%) of the principals planned to request "Good Friends" Volunteers in the future.
8. Almost two-thirds of the responding principals (64%) said the program was "well worth" the extra time for administration.
9. The services of the Local Coordinator was rated helpful by 89% of the principals.
10. Nearly all the principals (98%) said their relationship with the Office of Volunteer Services was satisfactory.

11. One-hundred percent of the principals stated that their relationship with the District Volunteer Coordinator was satisfactory.
12. The principals felt that the best things about the Volunteer Program was Improving the relationship between parents and the schools (twenty-six of sixty-four responses), and the individual student help one-to-one (21 of 64 responses).
13. The suggestions for improvement included: providing more Volunteers, especially in schools where there is a shortage of Volunteers, as in many inner-city schools; omitting schools that have their own Volunteer Program.

Local Coordinators

1. The responding Local Coordinators overwhelmingly believed that the training of the Volunteers by the teachers was adequate (97%).
2. The Local Coordinators responded that they helped with recruiting (74%) and with orienting (78%) the new Volunteers.
3. Requests for workshops were as follows: reading (23%), math (21%), early childhood development (19%), one-to-one communication skills (twenty-seven percent).
4. In response to item one, the Local Coordinators were positive in

their feelings about the program during the year: (35 of 38 responses said the program was "valuable", "good", or that they were "pleased" with the program).

5. Problems encountered were: need for more Volunteers, need for more "dependable Volunteers", more awareness of teacher needs in recruiting Volunteers.

Students (Grades 5 - 12)

1. While 7% of the responding students said the Volunteers "did not help any", nearly half (49%) said the Volunteers "helped a lot", and another 44% said they "helped some".
2. About two thirds of the students (64%) said the Volunteers had helped them in non-academic areas, such as having understanding person-to-person conversations.
3. About two thirds (66%) of the students said they would like to have a Volunteer in their classroom next year.
4. According to the students, the best thing about the Volunteer Program was the individual attention, help with individual problems (descriptive words such as "nice", "my friend", "kept me out of trouble").

5. Suggestions for improvement included having more Volunteers, for more days during year, for more hours per day.

Student Interviews (K - 4)

1. Nearly all (97%) of the primary grade students said they enjoyed having a Volunteer during the year.
2. Eighty two percent of the responses regarding how the Volunteers helped involved help with academic problems (chiefly reading and arithmetic); 9% of the responses were regarding help in art and "making things"; 6% regarded help in playing games.
3. Ninety six percent of the young students said they wanted another Volunteer in the room for the next year.

Conclusions and Implications

Educational organizations, like many other non-profit enterprises, have long made use of the services of Volunteers to supplement and enhance the activities of the paid staff. As noted in the survey responses, teachers and principals have had considerable experience with the use of Volunteers in previous years.

Traditionally, parents have offered their Volunteer services to the schools, often to specific classrooms, in which their children were enrolled. Today, as in previous years, many schools have no difficulty in recruiting Volunteers. Often there is no recruiting since there are more Volunteers than places to use them. According to many responses in the surveys, however, the schools that need Volunteers the most, have the greatest difficulty obtaining Volunteers.

The inner-city school continues to have a difficult time in recruiting Volunteers, based on the responses to the surveys. In low socio-economic areas the constituents often feel they are not qualified or capable enough to assist the teachers. In the future, more emphasis should be placed on recruiting Volunteers to help in so-called "non-academic" aspects of education. As mentioned earlier, the presence of another adult "giving a child special attention" often is as important as tutoring in reading or math.

In addition, special emphasis should be placed on recruiting Volunteers who will go where the need is greatest. While the desire to improve the room or school of one's own child is certainly commendable, the need is also great for Volunteers who will work in a school to which they have no inherent personal interest. There are many such Volunteers today; many more are needed.

Like any other program or activity, the "Good Friends" Volunteer Program is only as good as the individual Volunteers. Some teachers and principals were unhappy with the lack of regular and consistent attendance of the Volunteers. If a Volunteer fails to appear when expected, the students are disappointed because of a missed activity, and the teacher's plans for the day may be disturbed. Several teachers mentioned the use of substitute Volunteers. The structure for providing substitutes was devised for the 1975-76 school year, but as often happens, the ideal was not realized in every school. Extra diligence is needed in the future to ensure the regular attendance of Volunteers where possible, and the use of substitutes when the logistics can be worked out for each school. The goal of achieving quality before quantity in Volunteers should continue to be strived for.

The "Good Friends" Volunteer Program is designed to be "volunteer" in both directions: first, the lay person voluntarily comes to the school; second, the teacher and principal voluntarily request the lay person. Both teachers

In addition, special emphasis should be placed on recruiting Volunteers who will go where the need is greatest. While the desire to improve the room or school of one's own child is certainly commendable, the need is also great for Volunteers who will work in a school to which they have no inherent personal interest. There are many such Volunteers today; many more are needed.

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The "Good Friends" Volunteer Program is designed to be "volunteer" in both directions: first, the lay person voluntarily comes to the school; second, the teacher and principal voluntarily request the lay person. Both teachers

and principals expected good things from the program and they were not disappointed, according to the survey results. Also, over two-thirds of the principals reported having better service and more Volunteers since becoming a part of the "Good Friends" Volunteer Program, as opposed to the former Individual school Volunteer Program.

While no attempt was made to randomly sample student opinion, the survey results do lend the impression that the students viewed the Volunteers as a great help in academic as well as non-academic areas. Like the principals, nearly half of the students said the Volunteers had "helped a lot", and another 44% (same percentage for principals) said they had "helped some".

It is extremely difficult to sample opinions of primary grade students. The interview technique utilized here was not a perfect approach perhaps, but it did help lend credence to the idea that the Volunteers were providing the students with needed attention as well as academic help.

As might have been expected, the Volunteers tended to congregate in the lower grades, especially grades kindergarten through four. Reading was the area in which assistance was most often given. Since Metropolitan Public Schools has a stated goal to upgrade the reading ability of its students, the added Volunteer help in the area of reading is certainly due adequate recognition.

The hours given by the Volunteers to the children of the community is significant. A tenth of the Volunteers worked eight or more hours per week. However, the number of Volunteers attending the workshops was disappointing (only about one-sixth attended). Much like teachers themselves, the Volunteers need to improve and upgrade their skills through this inservice program.

Training by the teachers was deemed adequate by the Volunteers, and they felt that the principals and teachers appreciated their efforts. In order to retain the Volunteers, the school system from top to bottom must continue to show its appreciation for the efforts of the Volunteers. Their only pay is the intrinsic satisfaction of performing a needed service, and they expressed thanks of the persons they are helping.

In summary, the "Good Friends" Volunteer Program seems to be making great strides. All the surveyed populations expressed positive sentiments toward the program. Granted, many difficulties were pointed out, but the solutions to these problems will not be insurmountable for members of an educational community dedicated to the best possible education for its pupils.

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APPENDIX A

"Good Friends" Volunteer Program

Volunteer Opinion Survey

Sign your name if you wish _____ School served _____

Sex: _____ Female _____ Male _____

1. Check the activities in which you participated as a Volunteer (mark all that apply):

- _____ a. Helping enrichment program in areas such as music, art, dramatics, sports, hobbies and other special interests.
- _____ b. Tutoring in reading.
- _____ c. Tutoring in math.
- _____ d. Helping in library.
- _____ e. Helping prepare materials.
- _____ f. Helping in clinic.
- _____ g. Helping on playground.
- _____ h. Transporting Volunteers.
- _____ i. Other (Specify) _____

2. Which grade levels did you work with (mark all that apply):

- _____ a. K-4; _____ b. 5-6; _____ c. 7-9; _____ d. 10-12.

3. How did you first find out about the "Good Friends" Volunteer Program?

- _____ a. A friend
- _____ b. Television

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Volunteer Opinion Survey (continued)

3. How did you first find out about the "Good Friends" Volunteer Program?
(continued)

- ☐ c. Radio
- ☐ d. Newspaper
- ☐ e. Literature rack in a public place.
- ☐ f. Letter from principal and local coordinator
- ☐ g. Call from "Good Friends Volunteer Services Office".

4. How much did you work in the school each week?

- ☐ a. One hour or less.
- ☐ b. Between one and two hours.
- ☐ c. Between two and three hours.
- ☐ d. Between three and five hours.
- ☐ e. Between five and eight hours.
- ☐ f. More than eight hours.

5. Did you attend any of the teacher inservice training programs at Ransom Teacher Center?

☐ Yes ☐ No

6. Did you attend the Volunteer workshop at Waverly Belmont Building?

☐ Yes ☐ No

Volunteer Opinion Survey (continued)

3. How did you first find out about the "Good Friends" Volunteer Program?
(continued)

- ☐ c. Radio
- ☐ d. Newspaper
- ☐ e. Literature rack in a public place.
- ☐ f. Letter from principal and local coordinator
- ☐ g. Call from "Good Friends Volunteer Services Office".

4. How much did you work in the school each week?

- ☐ a. One hour or less.
- ☐ b. Between one and two hours.
- ☐ c. Between two and three hours.
- ☐ d. Between three and five hours.
- ☐ e. Between five and eight hours.
- ☐ f. More than eight hours.

5. Did you attend any of the teacher inservice training programs at Ransom Teacher Center?

☐ Yes ☐ No

6. Did you attend the Volunteer workshop at Waverly Belmont Building?

☐ Yes ☐ No

7. The general orientation program which I attended helped me understand the Volunteer's role. ____ Yes ____ No
8. Training by the teacher, whom I helped, was adequate. ____ Yes ____ No
9. In what areas, would you like more help?
- ____ a. Reading
- ____ b. Math
- ____ c. Early Childhood Development
- ____ d. One-to-one communication skills.
- ____ e. Other (Specify) _____
10. The faculty and principals seemed to appreciate my efforts. ____ Yes ____ No
11. Was your local coordinator helpful? ____ Yes ____ No
- In what ways could he/she be more helpful? _____
- _____
12. What aspects of your Volunteer Service did you enjoy the least? _____
- _____
13. What aspects of your Volunteer Service did you enjoy the most? _____
- _____
14. What suggestions can you make for improving the program? _____
- _____

Additional Remarks:

Memorandum

To: Teachers Participating in the "Good Friends" Volunteer Program

From: Richard Hooper
Research Assistant
Department of Research and Evaluation

Subject: Survey of Teachers as a Part of the Evaluation of the "Good Friends" Volunteer Program

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The Department of Research and Evaluation is conducting an independent evaluation of the "Good Friends" Volunteer Program. We hope you can find time in your busy schedule to complete the attached survey in order that we might improve the program in the future.

All responses are anonymous. Please feel free to express your true feelings.

Thank you for your cooperation!

Enclosure

Memorandum

To: Teachers Participating in the "Good Friends" Volunteer Program

From: Richard Hooper
Research Assistant
Department of Research and Evaluation

Subject: Survey of Teachers as a Part of the Evaluation of the "Good Friends" Volunteer Program

The Department of Research and Evaluation is conducting an independent evaluation of the "Good Friends" Volunteer Program. We hope you can find time in your busy schedule to complete the attached survey in order that we might improve the program in the future.

All responses are anonymous. Please feel free to express your true feelings.

Thank you for your cooperation!

Enclosure

"Good Friends" Volunteer Program

Teacher Survey

1. Have you had Volunteers in your classroom before this year? ☐ a. Yes ☐ b. No
2. What were your thoughts about the "Good Friends" Volunteer Program before you began to participate in the program?

3. Now that the year is nearly over, was your participation in this program --
☐ a. Better than you expected.
☐ b. About as you expected.
☐ c. Not as good as you expected.
4. Rating Scale: Check column (1) if the service has been excellent; column (2) if it has been good; (3) if it needs improvement; and (4) if not applicable.

Performance of Volunteers	Excellent	Good	Needs Improvement	N/A
a. The Volunteers have been willing to work under the directions of the teachers and the principal.	1	2	3	4
b. The Volunteers have been regular in attendance.	1	2	3	4
c. The Volunteers were able to assist in certain phases of the instructional program.	1	2	3	4

4. Rating Scale: Teacher Survey (continued)

Performance of Volunteers	Excellent	Good	Needs Improvement	N/A
d. The Volunteers were able to assist in certain phases of the instructional program.	1	2	3	4
e. There was evidence that the use of Volunteers improved school-community relations.	1	2	3	4
f. The time spent in the school per week by the Volunteers was adequate.	1	2	3	4
g. Our Volunteers had special talents, skills, or experiences which were used to enrich the instructional program.	1	2	3	4
h. There was evidence that the children enjoyed working with the Volunteer.	1	2	3	4
i. Do you provide on-the-job training for the Volunteer?	1	2	3	4
j. Have the services of the Local Coordinator (if your school had one) proved satisfactory?	1	2	3	4
k. To what degree are there indications that the children being tutored have shown adequate improvement?	1	2	3	4

5. Do you plan to ask for Volunteers next year?

_____ a. Yes

_____ b. No

4. Rating Scale: Teacher Survey (continued)

Performance of Volunteers	Excellent	Good	Needs Improvement	N/A
d. The Volunteers were able to assist in certain phases of the instructional program.	1	2	3	4
e. There was evidence that the use of Volunteers improved school-community relations.	1	2	3	4
f. The time spent in the school per week by the Volunteers was adequate.	1	2	3	4
g. Our Volunteers had special talents, skills, or experiences which were used to enrich the instructional program.	1	2	3	4
h. There was evidence that the children enjoyed working with the Volunteer.	1	2	3	4
i. Do you provide on-the-job training for the Volunteer?	1	2	3	4
j. Have the services of the Local Coordinator (if your school had one) proved satisfactory?	1	2	3	4
k. To what degree are there indications that the children being tutored have shown adequate improvement?	1	2	3	4

5. Do you plan to ask for Volunteers next year?

_____ a. Yes _____ b. No

Teacher Survey (continued)

6. What is the best thing about the "Good Friends" Volunteer Program?

7. In what respects is the Volunteer program in greatest need of improvement?

8. What could be done to make the program more effective for you as a classroom teacher?

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"Good Friends" Volunteer ProgramOpinion Survey of Principals

1. Have you had Volunteers in your school before becoming a part of "Good Friends" Volunteers organization? _____ a. Yes _____ b. No
2. Have you had the "Good Friends" Volunteers organization in your school program prior to this year? _____ a. Yes _____ b. No
3. Before the "Good Friends" Volunteers began working, how did you feel about having them in your school?
_____ a. Eager to have them.
_____ b. Didn't have strong opinion either way.
_____ c. Did not want them.
4. Have you had more Volunteers and better service since becoming a part of the "Good Friends Volunteer Service"? _____ a. Yes _____ b. No
5. How have the results of the "Good Friends" Volunteer Program compared with your expectations?
_____ a. Turned out better than I expected.
_____ b. Turned out as I expected.
_____ c. Turned out worse than I expected
6. Do you think that having the "Good Friends" Volunteers in your school has helped your school in general?
_____ a. Yes, helped a lot.
_____ b. Yes, helped some.

"Good Friends" Volunteer Program

Opinion Survey of Principals

1. Have you had Volunteers in your school before becoming a part of "Good Friends" Volunteers organization?
☐ a. Yes ☐ b. No
2. Have you had the "Good Friends" Volunteers organization in your school program prior to this year?
☐ a. Yes ☐ b. No
3. Before the "Good Friends" Volunteers began working, how did you feel about having them in your school?
☐ a. Eager to have them.
☐ b. Didn't have strong opinion either way.
☐ c. Did not want them.
4. Have you had more Volunteers and better service since becoming a part of the "Good Friends Volunteer Service"?
☐ a. Yes ☐ b. No
5. How have the results of the "Good Friends" Volunteer Program compared with your expectations?
☐ a. Turned out better than I expected.
☐ b. Turned out as I expected.
☐ c. Turned out worse than I expected
6. Do you think that having the "Good Friends" Volunteers in your school has helped your school in general?
☐ a. Yes, helped a lot.
☐ b. Yes, helped some.

Opinion Survey of Principals (continued)

6. Do you think that having the "Good Friends" Volunteers in your school has helped your school in general? (continued) _____ c. No, it has not helped any.
_____ d. Not sure.
7. Do you plan to ask for "Good Friends" Volunteers in the future? _____ a. Yes _____ b. No
8. What is the best thing about the "Good Friends" Volunteer Program? _____

9. Was participation in the "Good Friends" Volunteer Program worth the extra time for administration? _____ a. Well worth the extra time.
_____ b. Somewhat.
_____ c. Not worth the extra time.
10. What suggestions would you make to improve this program? _____

11. If you had a Local Coordinator, were his/her services helpful? _____ a. Yes _____ b. No
12. Has your relationship with the "Good Friends Volunteer Service" office been satisfactory? _____ a. Yes _____ b. No
13. How could this relationship be improved? _____

Opinion Survey of Principals (continued)

14. Has your relationship with the District Coordinator been satisfactory?

_____ a. Yes

_____ b. No

(Elaborate) _____

15. How could this relationship be improved? _____

(Optional) In the interest of improving the program, would you please share any or all of the following information:

District _____

School _____

Local Coordinator _____

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Opinion Survey of Principals (continued)

14. Has your relationship with the District Coordinator been satisfactory?

_____ a. Yes

_____ b. No

(Elaborate) _____

15. How could this relationship be improved? _____

(Optional) In the interest of improving the program, would you please share any or all of the following information:

District _____ School _____ Local Coordinator _____

"Good Friends" Volunteer Program

Opinion Survey of Local Coordinators

1. In general, how do you feel about the services performed by the "Good Friends" Volunteers this year?
- _____
2. Who did the orientation of Volunteers in your school?
- _____
3. Was their training by the teacher adequate to handle any job the Volunteers were given? _____ a. Yes _____ b. No

Explain: _____

4. What was the relationship between the school staff and the Volunteers?
- _____

5. What were the problems, if any?
- _____

6. Did you help the Office of Volunteer Services with the following:

1. Recruiting Volunteers from your immediate community.

_____ a. Yes _____ b. No

2. Orienting Volunteers to school policies.

_____ a. Yes _____ b. No

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Opinion Survey of Local Coordinators (continued)

7. I would like to have workshops in:

_____ Reading

_____ Math

_____ Early Childhood
Development

_____ One-to-one communi-
cation skills

_____ Other _____

8. What suggestions do you have for improving the "Good Friends" service?

9. Was your relationship with the District Coordinator helpful?

10. How can she be of more service?

11. How often are you in contact with your Volunteers?

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Opinion Survey of Local Coordinators (continued)

7. I would like to have workshops in:

_____ Reading

_____ Math

_____ Early Childhood
Development

_____ One-to-one communi-
cation skills

_____ Other _____

8. What suggestions do you have for improving the "Good Friends" service?

9. Was your relationship with the District Coordinator helpful?

10. How can she be of more service?

11. How often are you in contact with your Volunteers?

"Good Friends" Volunteer Program
Student Opinion Survey (Grades 5 - 12)

1. Please mark your grade:

_____ a. 5 _____ d. 8 _____ g. 11
_____ b. 6 _____ e. 9 _____ h. 12
_____ c. 7 _____ f. 10

2. Please mark your sex:

_____ a. Female _____ b. Male

3. Has the "Good Friends" Volunteer helped you with your studies?

_____ a. Yes, helped a lot.
_____ b. Yes, helped some.
_____ c. No, did not help any.

4. Has the Volunteer helped you in any other way? If so, how?

_____ a. Yes _____ b. No

5. Would you like to have a Volunteer in your class next year?

_____ a. Yes
_____ b. No
_____ c. Not sure

6. What is the best thing about the "Good Friends" Volunteer Program?

7. If you could change one thing about the "Good Friends" Volunteer Program, what would it be?

"Good Friends" Volunteer Program

Interview of Students (K - 4)

1. Have you enjoyed having _____ (Name of Volunteer) in your room this year?

2. Has _____ helped you with your studies?

3. Has _____ helped you in other ways?

4. Would you like to have someone like _____ in your room next year?

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"Good Friends" Volunteer Program

Interview of Students (K - 4)

1. Have you enjoyed having _____ (Name of Volunteer) in your room this year?
2. Has _____ helped you with your studies?
3. Has _____ helped you in other ways?
4. Would you like to have someone like _____ in your room next year?

**A
P
P
E
N
D
I
X

B**

Guidelines for the Volunteer

A Volunteer provides .. an extra pair of hands.
an extra measure of personal warmth and attention
for the children.
a bridge between the school and the community.

A Volunteer is a valuable resource person
a dedicated GOOD FRIEND

1. The Volunteer will attend orientation and training sessions and abide by procedures and local school policies outlined in these sessions.
2. The Volunteer must be punctual and reliable and sign in every time he/she comes to the building.
3. Each Volunteer is responsible to the Local Coordinator of Volunteers and should maintain close contact.
4. If a serious problem develops in the working relationship, the Volunteer reports to the Local School Coordinator and the teacher reports to the principal.
5. The Volunteer should remember that the principal is the final authority in the school.
6. The Volunteer should work toward a team relationship and an environment which encourages understanding and cooperative effort.
7. Student records are not available to Volunteers. All verbally shared information is to be kept confidential.
8. The Volunteer must notify the designated school contact if he/she must be absent so the teacher and the children can adjust their schedules. If the absence is to be prolonged, notify the Coordinator in hopes that a substitute can be provided.
9. A Volunteer should not be assigned, in most instances, in the room where he/she has a child.

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10. A Volunteer does not assign grades or homework for students.

11. The Volunteer will receive from the teacher:

- a. Necessary background information about the children.
- b. Working space and materials necessary for specific tasks.

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Responsibilities of a Teacher
Participating in a Volunteer Program

1. Makes the Volunteer feel welcome. Accepts the Volunteer as one of the school team and helps him/her to realize the need for the service.
2. Explains to the students the role of the Volunteer in the educational program, and establishes conditions for good rapport between the Volunteer and the individual students.
3. Notifies the student when the Volunteer is to be absent; notifies the Volunteer when the student is absent.
4. Gives the Volunteer the necessary background information on the student and his/her learning problem -- reminds the Volunteer that shared information must be kept in strictest confidence and that student records will not be accessible.
5. Assigns specific tasks for the Volunteer; decides what kind of service is needed, when, and for how long.
6. Makes certain that the Volunteer has proper training, adequate materials, and working space for the specific task.
7. Makes certain that the tasks for the Volunteer are realistic and not overly ambitious.
8. Schedules time for the Volunteer to observe in the classroom.
9. Provides an established time to meet with the Volunteer as needed to discuss the student's progress.
10. Is careful not to criticize the Volunteer before the students or teachers.
11. Frequently lets Volunteers know their efforts are appreciated and encourages students to show their appreciation.
12. Maintains a satisfactory relationship so that there is no adverse criticism from either teacher or Volunteer. If a serious problem develops, the teacher

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reports the matter to the principal and the Volunteer reports to the Local Coordinator of Volunteers.

13. Is aware of the following:

- a. A Volunteer does not assign grades or homework for students.
- b. A Volunteer is not left in charge of an entire class while the teacher is out of the room unless there is an emergency.

14. Invites Volunteers to professional meetings or programs, where feasible, and informs Volunteers about pertinent professional materials.

15. Keeps Coordinator and Volunteers informed about program or schedule changes and invites Volunteers to appropriate school functions.

16. Participates in the evaluation of the school Volunteer Program.

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reports the matter to the principal and the Volunteer reports to the Local Coordinator of Volunteers.

13. Is aware of the following:

- a. A Volunteer does not assign grades or homework for students.
- b. A Volunteer is not left in charge of an entire class while the teacher is out of the room unless there is an emergency.

14. Invites Volunteers to professional meetings or programs, where feasible, and informs Volunteers about pertinent professional materials.

15. Keeps Coordinator and Volunteers informed about program or schedule changes and invites Volunteers to appropriate school functions.

16. Participates in the evaluation of the school Volunteer Program.

Guidelines for Principals

1. Meets with school staff to explain the program, to clarify roles and to enlist their support.
2. Helps select a lay person as Local School Coordinator of Volunteers.
3. Appoints a staff person (possibly the person who answers the school phone) who will notify teachers when a Volunteer will be absent or will send a substitute.
4. Plans and maintains close continuing contact with the Local School Coordinator.
5. Provides time for the Local School Coordinator to speak at faculty meetings.
6. Provides a place for files, record-keeping and signing-in.
7. Encourages teachers to communicate with Volunteers and with the Local School Coordinator.
8. Is the final authority for Local School Coordinator and Volunteers.
9. Helps recruit Volunteers by sending a joint letter with the Local School Coordinator to all parents and by speaking to community groups, whenever feasible.
10. Participates in Volunteer orientation and training and is responsible for communicating school rules and regulations.
11. Supervises Volunteer scheduling and keeps teachers informed about schedules.
12. Provides opportunity for Volunteers to make suggestions and evaluate program.
13. Reviews and evaluates the program periodically with the faculty and with the Local School Coordinator.
14. Supports a continuing program of appreciation with special emphasis at the end of the year.

Guidelines for the
Local School Coordinator of Volunteers

The School Volunteer Coordinator Relies on the Coordinator of Volunteer Services for:

1. Guidance in matters of program and policy.
2. Orientation of principals and Local School Coordinators with the philosophy and goals of the program.
3. Arrangements for orientation and workshops for Volunteers.
4. Provision of forms for the consistent maintenance of records.

The School Volunteer Coordinator Relies on Each Teacher for:

1. Selection of students and arrangement for proper work space.
2. Provision of texts, supplies, materials and space for foregoing items.
3. Suggestions for help in working with students.
4. Acceptance of Volunteers as members of the professional team.

The School Volunteer Coordinator Relies on the Principal for:

1. A time for her to speak at faculty meeting.
2. A place for files, record-keeping and signing-in.
3. Assistance with placement and scheduling of all Volunteers.
4. On-going evaluation of the program and for assistance in resolving any problems which may occur.
5. Preparing a recruitment letter to be sent to all parents.

Responsibilities:

1. Acts as liaison between professional staff and the Volunteers.
 - a. Attends faculty meetings to discuss the Volunteer program as it relates to the needs of the teachers.
 - b. Makes necessary arrangements with the principal and individual teachers for placement of Volunteers. In most situations, a Volunteer should not be assigned in a room where he/she has a child.
 - c. Gives constant encouragement to all Volunteers and, with the principal, plans special appreciation at the end of the year.

Guidelines for the
Local School Coordinator of Volunteers

The School Volunteer Coordinator Relies on the Coordinator of Volunteer Services for:

1. Guidance in matters of program and policy.
2. Orientation of principals and Local School Coordinators with the philosophy and goals of the program.
3. Arrangements for orientation and workshops for Volunteers.
4. Provision of forms for the consistent maintenance of records.

The School Volunteer Coordinator Relies on Each Teacher for:

1. Selection of students and arrangement for proper work space.
2. Provision of texts, supplies, materials and space for foregoing items.
3. Suggestions for help in working with students.
4. Acceptance of Volunteers as members of the professional team.

The School Volunteer Coordinator Relies on the Principal for:

1. A time for her to speak at faculty meeting.
2. A place for files, record-keeping and signing-in.
3. Assistance with placement and scheduling of all Volunteers.
4. On-going evaluation of the program and for assistance in resolving any problems which may occur.
5. Preparing a recruitment letter to be sent to all parents.

Responsibilities:

1. Acts as liaison between professional staff and the Volunteers.
 - a. Attends faculty meetings to discuss the Volunteer program as it relates to the needs of the teachers.
 - b. Makes necessary arrangements with the principal and individual teachers for placement of Volunteers. In most situations, a Volunteer should not be assigned in a room where he/she has a child.
 - c. Gives constant encouragement to all Volunteers and, with the principal, plans special appreciation at the end of the year.

Responsibilities - Local School Coordinator (continued)

2. Provides the following services to Volunteers:
 - a. Assists with the orientation of Volunteers new to the school and helps them feel comfortable in their role.
 - b. Acquaints Volunteers with the physical arrangement of school, location of materials center, working space, and location of teacher's lounge.
 - c. Relays all pertinent information concerning orientation, training sessions and workshops to Volunteers.
 - d. Meets with Volunteers regularly to make suggestions and to discuss their participation in the program.
 - e. Maintains regular communication with the District Coordinator of Volunteers and the Office of Volunteer Services.
 - f. Arranges for substitutes for Volunteers who anticipate a prolonged absence.
3. Establishes and maintains routines for record-keeping and sends duplicate copies of information to the Office of Volunteer Services through the school delivery service.
 - a. Names, addresses, telephone numbers, skill, schedules and record of hours of service rendered.
 - b. Notifies the Office of Volunteer Services of any Volunteer whose child is transferring to a different school.

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**APPENDIX
C**

ADVISORY COMMITTEES

Community-Wide
Lay

System-Wide
Staff

Materials
Staff

RECRUITMENT

RESOURCE
Contacts In 140

PARENTS
Local School
Coordinator
and Principal

COLLEGES
Coor. Vol. Service
Coor. Pre-Service
Teacher Education

HIGH SCHOOLS

HOUSING PROJECTS

CO
ORGA
St
Com

Belmont

Lipscomb

Vandy

Fisk

Vol State

TSU

Trevecca

Peabody

Aquinas

MTSU

UTN

Freewill
Baptist

DISTRICT
I

ADVISORY COMMITTEES

Community-Wide
Lay

System-Wide
Staff

Materials
Staff

RECRUITMENT

RESOURCE BOOK
Contacts in 140 Schools

COLLEGES

Coord. Vol. Service
Coord. Pre-Service
Teacher Education

Lipscomb

Vandy

Fisk

TSU

Trevecca

Peabody

MTSU

UTN

Freewill
Baptist

HIGH SCHOOLS

HOUSING PROJECTS

COMMUNITY
ORGANIZATIONS
Steering
Committee

DISTRICT
I

DISTRICT
II

DISTRICT
III

VOLUNTEER SERVICES

PUBLIC RELATIONS

Radio
TV
Newspapers
Posters
Billboards
etc.

LOCAL SCHOOL COORDINATORS

DISTRICT I

Group Captains

6 Schools

6 Schools

6 Schools

DISTRICT II

Group Captains

6 Schools

6 Schools

6 Schools

DISTRICT III

Group Captains

6 Schools

6 Schools

6 Schools

WORKSHOPS

Reading

Communication

